



MINUTES OF THE TEACHING AND LEARNING COMMITTEE MEETING – TUESDAY 13 OCTOBER 2015 AT 5pm

Directors Attending:

Mr L Wilson-Chalon (Chair)	Mrs S Wright
Mr D Smith	Mrs J Glide
Mr R Clark	Mrs S Harris
Mrs R Carne (Left meeting at 6.45 pm)	Mrs S Baker
Mrs K Mitchell	Mrs S Fielden

Also Present:

Mr A Davis (Principal)	Mr R Vaughan (Deputy Principal)
Mr R Madge (Assistant Principal)	Mr A Woodward (Assistant Principal)
Mr A Brooke (Assistant Principal)	Mrs D Hickman (Clerk)

Apologies:

Mr J Moncur	Mr D Smith
-------------	------------

ACTION

1 APOLOGIES

Apologies had been received and were accepted from: Mrs S Fielden, due to family commitments; Mr Moncur, due to excessive workload.

2. ELECTION OF CHAIR

There was one expression of interest and the committee unanimously agreed so Mr Wilson-Chalon was re-elected.

3 ELECTION OF VICE CHAIR

There had been no expressions of interest prior to the meeting. Mrs Mitchell put herself forward at the meeting and the committee unanimously agreed so Mrs Mitchell was duly elected.

Mr Wilson-Chalon gave thanks to Mrs Carne for her support in the position of Vice Chair during the previous academic year. Mrs Carne had chosen to attend the meeting this evening, however was moving from this committee to the Finance and Premises Committee. She would attend this meeting again when Rita Peasland presented her item on Lead Learners – an item which had to be postponed due to the size of the agenda.

Mr Wilson-Chalon commented on an e-mail which Mrs Fielden had circulated to all the committee prior to the meeting raising various points from the agenda. Mr Wilson-Chalon would raise the points at the relevant agenda items and requested that this type of feedback should be directed through the Chair of this Committee, in order that they can address the matters raised during the course of the meeting.

4 DECLARATION OF BUSINESS INTERESTS

There were no business interests to declare.

5 MINUTES OF THE TEACHING AND LEARNING COMMITTEE MEETING HELD ON 2 JUNE 2015 AND MATTERS ARISING

Minutes of the Teaching and Learning Committee held on 2 June 2015 were agreed as

an accurate record of the meeting, with the exception of:

4. Library Update: Mrs Caulfield's job title is Library Supervisor, not School Librarian.

Matters were noted as follows:

4. Library Update: Use of Library during exam periods: Mr Vaughan said that the SLT will continue to review this, however, due to lack of alternatives and the fact that the Library is a good environment for SEN students it is likely that the Library would continue to be used. Directors were content with this statement.

5. Year 10 – Projections to Date: Mock exam periods: Mr Vaughan reported that Year 11 mock exams in most subject areas will take place at the end of January 2016. There will also be opportunities for mocks during November 2015 and March 2016. During the week of 15 November, mock exams will take place in Maths, English Literature, and Triple Science. In March, there will be walking talking mocks in these same subjects.

6. Parental Feedback: This agenda item will be moved forward to the February meeting 2016.

8. PP and SEN Progress: The Incyte visit had been postponed from 23 June 2015. This will now take place over 4 days this month, with 4 people attending to provide training to middle managers. Feedback will be given at the next meeting.

9. Academy Improvement Plan Update: Teacher Support Programme: Mr Brooke reported on the progress of the 3 members of staff participating in this programme. One had left to go abroad; one had been absent due to an operation but on return had chosen not to continue with the programme – further lesson observations will take place; one has decided to return to the programme voluntarily.

New Staff Induction Day: Mr Brooke reported that this had been successful and received positively by new staff. If anything, too much information had been covered on the day, and in future, this was would be made less 'heavy' and include shorter follow-up sessions.

DH to include on February Agenda

6 TERMS OF REFERENCE

It was noted that under Responsibilities/Powers, 2. Providing Information, that the Committee was making recommendations upon the information provided by the SLT.

Additionally, Mr Wilson-Chalon said he would take on board Mrs Fielden's e-mailed comments, and make some amendment to the Terms of Reference. These would be passed to Mrs Harwood, with a view to taking the document to the Full Board meeting in December.

LWC/SH

7 DETAILED EXAMS ANALYSIS

- **Internal Raise:**
- The Internal Raise 2014 Summary Report was discussed and the following key discussion points were noted:
 - Calculations are based on last year's national data. If this year's national data figures are very different, Mr Davis will make Directors aware at the next meeting.
 - Results are much improved in the Best 8 Subjects.
 - New Progress 8 performance measures are being introduced in 2016. This measure will take the average of a pupils points across a set of their 8 best subjects. The 8 subjects that count must fall into one of 3 'buckets' – if the qualification doesn't, it isn't counted. The buckets are split as follows: Bucket 1 – English and Maths; Bucket 2 – E.Bacc subjects, such as Science, Computing, Humanities, Languages; Bucket 3 – Other subjects, such as the Arts
 - Valued Added for Languages remains a concern. The Department continues to struggle, mainly due to staffing issues.
 - With reference to the KS2 to KS4 Valued Added Summary Report, broadly speaking, the figures provide a positive picture, with progress in line for each student area. More work needed in the areas of SEN and disadvantaged students, and improving progress of boys.
 - Mr Wilson-Chalon wished to congratulate the Academy on what he considered was a remarkable turnaround this year on results.

- **KS4 Inspection Data Dashboard:**
This KS4 Inspection Data Dashboard report was discussed. It was explained that a similar report would be produced by the Department of Education. This particular report was produced by a company for the in order to acquire the information earlier. With this in mind, future figures may change.
- **POST 16:**
Mr Madge presented the A2 and AS Examination Results and ALPs Reports to Directors, and the following key discussion points were noted:
 - The previous Year 13 had achieved better in their A2 exams than in previous years.
 - Since the production of this information, a number of remarks in both A2 and AS exam papers have resulted in improved grades.
 - A good set of AS results, with English Literature being the best performing subject.
 - Due to the popularity of students taking Maths, the groups are now set according to ability. Additionally, we are looking at introducing a lower level A level, targeted at students who want to continue Maths after GCSE, but who are not quite able to enough to undertake an A2.
 - Some colleges have chosen not to continue down the AS route, but Huish Sixth will continue with AS for those subjects who want to do so. The AS acts as a good indicator as to how students are progressing in a subject, and generally where a student has a bad AS result, they do not continue to study this at A2. If AS exams are not on offer, ultimately a student could study a 2 year subject course, and if they did not achieve well, could end up with nothing.
 - In terms of prospective new students choosing their subjects, generally they are expected to take 4 AS (or equivalent) qualifications. With some subjects such as Psychology and Sociology, the course content is obviously less familiar to students. However, there are a number of opportunities available, such as the Open Evening, Taster Evening, and Induction Day, for students to get to know about what is being offered. Transition work is also given to students to complete over the summer holidays, so they get a taste of exactly what they are expected to do within a subject area.
 - As part of the new Ofsted, there will be a new database enabling the tracking of all Post 16 students.

Mr Madge presented a booklet of Raising Achievement Plans 2015-2016 for a number of subject leaders whose results over the last 4 years, had not been as good as other subject areas. Mr Madge explained that he had also met with the Head of English (plan not included in the booklet) to discuss issues within English Language and the necessary actions required. All these subject leaders were to be monitored and supported over the coming year in order to achieve an improvement in their results.

Other points to note are as follows:

- More work is taking place on the quality of tracking student progress. The poor results of the Design and Technology Department came as a shock, thus re-emphasising the importance of a more immediate response when a student is clearly under-performing.
- Where staff are predicting 1 or 2 grades less than expected for a student (for both GCSE and A level), a meeting takes place to discuss the individual. This will include the SENCO (as appropriate), Head of Department and Mr Davis. The current student action plan will be revisited, and resources and strategies will then be shuffled around to improve results.

8 ACTION PLANS

Mr Woodward presented to Directors a large amount of data surrounding Pupil Premium and SEND students and how they are performing. Additionally, he presented Actions Plans for both areas in order to improve outcomes for these students, in particular focussing on levels of progress, Value Added and narrowing the gaps. The key discussion points to note were as follows:

- For Progress 8, Pupil Premium students have improved. SEND students however are less easy to quantify, and Value Added is the fairer progress measure.

Pupil Premium Action Plan:

- The Accelerate Groups will consist of mixed ability Pupil Premium students, with 14 in a group. Every student will have an opportunity to speak openly about their experiences within school. If required, specialist support will be provided, for example from Jackie Parkinson.
- The Pupil Premium Parents evenings have been moderately successful, with 7/8 sets of parents attending the first one. A few more are expected at this coming evening. Parents are aware that others attending are also Pupil Premium and there appears to be no stigma attached to this, either from the parents or the children. However, there is an acute awareness of the importance of sensitivity to the situation.
- It is hoped to set up a Parent Forum, which would meet on a half-termly basis.
- Music scholarships will be available to apply for year on year. A tutor will be bought in for a group lessons, with the idea of students playing a mixture of instruments in order to undertake a group performance at the end of the course. This will be a fantastic opportunity to play an instrument as well as support for individuals to increase their confidence.
- A piece of software has been purchased to support Gaps Analysis, thereby showing different levels of progress for different students; it can also be added on to SISRA.
- Progress Passports are now all in place, and can be updated as necessary.
- Mrs Fielden in her e-mail had raised a question about the budget dedicated to this work. Mr Woodward to meet with Mrs Fielden and discuss this and other points raised.
- It was questioned whether Pupil Premium students' aspirations were considered. Mr Woodward confirmed that discussions will take place with the Careers Adviser, as well as inviting in presenters such as a successful female, to share success stories with students, for example, to the Year 11 girls.

AW/SF

SEND Action Plan:

- As with Pupil Premium students, Accelerate groups are being set up to give students the opportunity to say how they feel supported by the Academy. There will be 6 groups per year group, and they will meet with SLT on a half-termly basis.
- Mrs Hills has been undertaking Learning Walks, which she has found very revealing in how some students are just not accessing the support they require. A timetable of SEND interventions has been set up to ensure a more accountable structure of when students need support.
- Intervention books have been introduced in the English Department, and staff willingly use these to make note of when intervention is required for a student. The book is then looked at against the progress of the students. This procedure has not been prescribed to all staff, but it seems to be simple but effective. Other options for staff are logging the intervention required on SIMS or using E-praise.
- One of the single biggest issues for SEND students is Dyslexia, and Tina Douglas, our current specialist is setting up support groups, as well as attending further training in order to increase her expertise and knowledge in this complex area.
- SEND general learning targets will go in student books.
- Separate parents evenings will take place for parents of SEND students.
- TA planning sheets ensure teachers know which TA will be supporting them and for which classes.
- Mrs Hills had mentioned undertaking a further review of the SEN policy to ensure complete accuracy.
- An audit of marking of books of SEND students had been undertaken, and this had revealed some fantastic practice, but also some inconsistencies.

Directors were very impressed by Mr Woodward's work in producing the Action Plans. It was commented the importance of re-visiting these at a future meeting, in order that the successes can be shared, and also to ensure the activities do not go stale and therefore become ineffective. It was further noted the importance of developing further good practice by working with colleagues in other establishments.

AW

AW

Other comments to note include:

- The Academy does have some links with the Autistic Centre at Long Sutton.

- Generally, they send their higher performing students to come in and spend some time with us.
- There is a useful information booklet on the Pupil Premium website, which sets out how our action plans link to the checklist. Mr Woodward and Mrs Fielden are going to meet to discuss further.

AW/SF

9 RISK REGISTER

Mr Wilson-Chalon and Mr Smith will meet with Mrs Eastwood in November to discuss the importance of the Risk Register in association with the Teaching and Learning Committee and agree how the Committee should report back its findings and concerns.

LWC/DS/AE

10 POLICIES

The Committee considered the Safeguarding Policy and the following key discussion points were noted:

- Mr Merrick-Wren had undertaken the necessary staff Safeguarding training.
- The document was now classed as a Procedure Document as opposed to a Policy.
- Mrs Fielden has indicated in her e-mail that there should be a mention of the risks surrounding Child Sexual Exploitation, particularly in the context of risk that vulnerability is hidden by poor behaviour and engagement. Additionally, there needs to be a reference to neglect alongside concern about abuse.
- The concerns and importance of risks surrounding e-safety were also noted.
- Specific attention was drawn to the importance of Section 12, Preventing Radicalisation, Page 6.
- Mr Wilson-Chalon to discuss the amendments with Mr Vaughan at the end of the meeting. These could then be passed to Mrs Harwood to action.
- It was agreed that subject to the inclusion of the above points discussed and amendment of any typing errors, the Directors approved the Safeguarding Policy for publishing on the website.

LWC/RV/SH

11 ANY OTHER URGENT BUSINESS

There was no other urgent business.

12 HOW DID WE DO?

The meeting generally kept to time and most Directors contributed to discussions.

13 DATE OF NEXT MEETING

Thursday 11 February 2016.

The meeting finished at 7.30 pm.



TeachLearn Mins
13-10-15 ActionSht.d